

The Big Picture

Materials and Resources for ESOL Tutors

Section B: Daily life



5 Daily routines

Lesson plan and exercises

Objectives

The students will be able to:

1. talk and write about daily routines and weekend activities
2. write simple text
3. read and understand personal information
4. ask and answer verbal and written questions on personal information
5. write short text on the same topic.

Contents

Section B - Daily Life

5 Daily Routines

5.1 My Day

- Lesson Plan 89
- Picture Story 90
- Reading 91
- Writing Worksheet 93

5.2 My Name is Precious

- Lesson Plan 95
- Student Writing 98
- Question Strips 99
- Interview 100
- Writing Frame 101

5.3 My Weekend

- Lesson Plan 102
- Student Writing 106
- Gap-fill 107
- Reading Cards 108
- Mixed Strips 109
- Questionnaire 110
- Writing Frame 111

5.1 My Day - Lesson Plan

Objectives:	At the end of the activity students will be able to talk and write about daily routines using present simple tense
Skills practised:	Predicting, speaking, reading, writing
Materials:	• My Day Picture Story Page 90 • Reading Page 91 • Writing Worksheet Page 93
Level:	Post-beginner to Pre-Intermediate

Key Vocabulary

- to run around • to play • swing • volunteer • local community
- to do a course • to train • to look after • sewing • to teach

Instructions:

1. Look at **My Day Picture Story page 90**. Ask for key vocabulary. Write on board/flipchart.
2. Ask for story orally from students.
3. Model some sentences about the picture story on the board/flipchart using present simple tense (she/he/they...).
4. Students work in pairs to write sentences about the picture story.
5. Read the **My Day Text, page 91** and discuss what added information was not included in the picture story. Ask questions to check comprehension.
6. Students work in pairs to complete the exercises on **My Day Writing Worksheet, page 93**. Model some example sentences first on board/flipchart, asking for answers from the students.
7. Questions forms: What do you do every day/in the morning, etc.?
Model the “**you**” form by asking students questions.
Students ask tutor questions.
Students work in pairs to interview each other and write sentences about their partner.
Encourage students to read their sentences aloud when they have finished.
Write these sentences on the board and ask questions to check comprehension

Suggestions for extension/consolidation activities:

1. Photocopy and cut up picture story. Students work in groups to tell the story (speaking and/or writing).
2. Jigsaw reading: Photocopy text and cut into strips with paragraphs (leave out Morning/Afternoon/Evening sub-titles). Students re-assemble text.

My Day - Picture Story

Speaking

Look at the picture story. Talk about each picture.
Her name is Zohra. What does she do every day?



Writing

Work in pairs.



Write sentences about Zohra's day. Write one sentence about each picture.

1. She has _____ for breakfast.
2. She goes to _____ with her daughter.
3. She _____.
4. She _____.
5. _____.
6. _____.

Read the story and find more information about Zohra's day.

Morning

We get up at eight o'clock.

We have coffee, milk, bread, butter and cheese for breakfast.

Sometimes we go to the park in the morning.

Lena loves playing and running around. She likes the swing.

I often go shopping to buy fresh fruit and vegetables.

Afternoon

We have lunch at 2 o'clock.

Normally we have a sandwich or salad for lunch. After lunch Lena sleeps.

In the afternoon, she wakes up and we have tea and biscuits. We watch children's TV.

Lena loves Barney. Ahmed, my husband, goes to English class and computer class in the afternoon.



My Day - Reading (continued)

On Fridays, we go to the mosque.
I work as a volunteer in the mosque.
I teach young girls sewing.

Next week I start work as a
volunteer in the Mater hospital.

I am also doing a course for eight weeks.
I am training to work as a
volunteer in the local community.
My husband helps look after Lena.



Evening

We have dinner at eight or nine o'clock in
the evening.

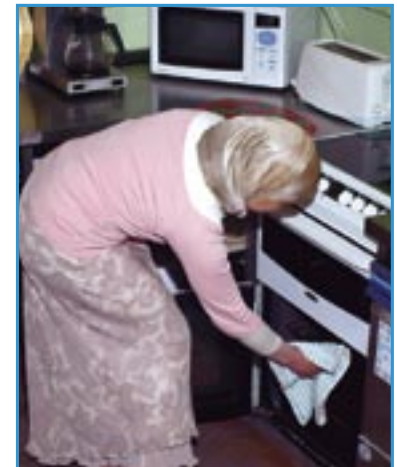
I cook different things: pizza, tajine, lamb,
chicken, vegetables.

Lena likes fruit and a little meat.
She loves couscous.

I never go to bed early.

I go to English class and computer class
in the evenings.

When I stay at home I do sewing or I
make biscuits.



Zohra from Algeria

Writing Worksheet

Work with a partner. Read **My Day Reading** Worksheet and write the answers to the questions.



Morning

Example:

What time does Zohra get up?

She gets up at 8.00 a.m.

1. What does she have for breakfast?

She
.....



2. Where does she go with her daughter?

They
.....



3. What does she buy?

She
.....



Afternoon

4. What does she have for lunch?

She.....
.....



5. Where does she work as a volunteer?

She.....

6. Where do they go on Fridays?

They.....



Writing Worksheet (continued)

Evening

7. What does Zohra cook for dinner?

She
.....

8. Where does she go in the evening?

She
.....

9. What does she do when she stays at home?

She
.....



Other ideas:

- Talk to a partner. Write about his/her day.
- Write about your day.

.....
.....
.....
.....
.....
.....
.....
.....
.....

5.2 My Name is Precious - Lesson Plan

Objectives:	At the end of the activity students will be able to: read and understand personal information	
	<ul style="list-style-type: none">• ask and answer verbal and written questions regarding personal information• write short texts giving personal information.	
Functions:	Reading comprehension, question forms, writing short texts	
Level:	Beginner to Elementary, Basic Literacy, ESOL Literacy	
Materials:	• My Name is Precious Student Writing	Page 98
	• Question Strips	Page 99
	• Interview	Page 100
	• Writing Frame	Page 101

Key Vocabulary

- live • study • training course • FÁS • feed (baby) • cook • talk
- watch TV • husband • learn • want to • work in • every day • evening

Instructions for Beginning ESOL Students:

Student Writing

1. Go over vocabulary. Use a picture dictionary, flash cards, other visual aids or a dictionary.
2. Hand out **My Name is Precious Student Writing page 98**. Ask students what verbs are illustrated by the pictures at the bottom of the worksheet. Write the words on the board.
3. Ask the students to read the text silently. Put the text on flip chart or board and read along out loud with the class. Point to individual words and ask for answers as a group or individually. Write or orally ask questions for students to find answers in the text (What is her name? Where is she from? Is she from Ireland?).
4. Ask the students a few questions about themselves in the first (Where are you from?) or third person (Where is Ivana from?). Use the pictures at the bottom of the exercise as prompts.

Question Strips, page 99

1. Copy one and cut up one set of question strips for each pair or group.
2. Go over and example with the whole class. Take an envelope with the strips and pull one out. Read the question. Make it clear that the questions with “her” and “she” refer to the text and the “your” refer to the students. Model both types of questions and ask for answers from the students.

My Name is Precious - Lesson Plan (continued)

3. Give each pair/group of students an envelope with the questions. Have them practise the questions, referring back to the text if necessary.
4. When they are finished, ask students the questions and ask for answers.

Interview, page 100

1. Pair students with a different partner and give them the **Interview Worksheet page x**.
2. Model the short questions. Ask them to give the full version of the question. Write down one to three words for each answer.
3. Have the students interview each other and write short answers.
4. When they finish, ask each student to report on their partner, giving complete sentences for each item.

Suggestions for extension/consolidation activities:

This can be turned into a writing exercise. Take each exercise and put a photo of the student above or on a word-processed version. These can be used for future consolidation exercises.

Writing Frame, page 101

1. Give students the **My Name is Precious Writing Frame, page 101**. On an overhead transparency or flip chart, model the exercise, using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text and attach a picture or drawing (photos can be taken in class with a digital camera and inserted into word-processed text). If they wish to add more information, encourage this.

For ESOL Literacy Students

Student Writing, page 98

1. Tell the students this is a text by a woman named Precious. Ask them for possible answers to the following questions: Where is she from? Where does she live? What does she do every day? What does her husband do? What does she do every evening? What does she want to do (in future)? If they are reluctant to guess, have them use the pictures on the bottom of the page as clues. Write their guesses down on the board, flip chart or overhead transparency.

My Name is Precious - Lesson Plan (continued)

2. Put the **My Name is Precious Text page 98** on over head transparency or write on board and read it out loud with the class. Point to individual words and ask for answers as a group or individually. Write or orally ask questions for students to find answers in the text (What is her name? Where is she from? Is she from Ireland?). Ask them to match the pictures to the word or phrase in the text. They can write the words under the pictures.
3. If more consolidation is needed, white out words in the text and have them fill them in. You may use this as a dictation exercise, have them write the words from memory or refer back to the text.
4. You can follow this exercise with the **Question Strips** or Interview exercise, emphasising the written component.

Writing Frame

1. Give students the **My Name is Precious Writing Frame page 101**. On an overhead transparency or flip chart, model the exercise by using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text, if possible and attach a picture or drawing (photos can be taken in class with a digital camera and inserted into word-processed text). If they wish to add more information, encourage this.
5. A tutor or classroom assistant may have to assist in writing out the original frame, which the student may copy. If the class is small, each student's frame may be done as a group activity. Keep each student's story on a separate transparency or flip chart for the student to copy later.
6. If students find the basic language/level used frustrating, go straight to the extension and do a language experience activity, as a whole class or individual activity. Students can put their stories on tape to be transcribed by the teacher for the next class or one student can put their story on tape while another is having their story transcribed by the tutor.

Suggestions for extension/consolidation activities:

As their language level will be higher, use this to extend to a language experience activity, so that more advanced vocabulary, structures and sight words may be used.

My Name is Precious - Student Writing

Read the text and talk about what is happening in the pictures.

My name is Precious. I am from Nigeria.

My family and I live in Dublin 7.

I study English every day and my husband is on a training course in FÁS.

Every evening I feed my baby, cook dinner and talk with my husband.

Then I study or watch TV a little.

I want to learn computers and work in IT.



My name is Precious - Question Strips

Speaking

Cut the strips. Turn them face down. Mix them up. Work with a partner. Choose a question. Take turns to ask and answer questions about Precious, your partner and yourself.

Example:

What is her name?



Her name is Precious.

What is your name?



My name is _____



What is her name?

Where is she from?

Where does she live?

What does she do every day?

What does she do every evening?

What does she want to do?



What is your name?

Where are you from?

Where do you live?

What do you do every day?

What do you do every evening?

What do you want to do?

My Name is Precious - Interview

100

Meet Your Classmate.

Ask your partner these questions. Write short answers.



Name?

What is your name?

From?

Live?

Every day?

Every evening?

Want to do in the future?

Speaking about your partner.

Now introduce your partner. Use complete sentences.

For example: *His name is Ali. He is from Algeria.*

100

My Name is Precious - Writing Frame

Fill in the writing frame with your information.



My _____ . I am from _____
I _____
I _____ every day and _____
Every evening I _____ and _____
Then I _____ or _____
I want to _____ and _____

5.3 My Weekend - Lesson Plan

Objectives:	At the end of the activity students will be able to: <ul style="list-style-type: none">• read about and discuss weekend activities• ask and answer verbal and written questions regarding weekend activities and• write short texts giving personal information.
Skills practised:	Reading comprehension, question forms, writing short texts, listening comprehension
Level:	Beginners to Elementary, Basic Literacy
Materials:	<ul style="list-style-type: none">• My Weekend Student Writing Page 106• Gap-fill Page 107• Reading Cards Page 108• Mixed Strips Page 109• Questionnaire Page 110• Writing Frame Page 111

Key Vocabulary

- in the morning/afternoon/evening
- clean
- wash clothes
- have lunch
- go shopping/to bed/to church/home/to the park
- cook
- chat
- watch TV
- husband
- enjoy
- read
- raining
- sunny
- after
- songs of praise
- hymns
- like

Instructions for beginner ESOL Students:

Text

1. Pre-teach vocabulary. Use a picture dictionary, flash cards, other visual aids or a dictionary.
2. Depending on the level of your students, the activities could be done in any order: Use the **My Weekend Mixed Strips Worksheet page 109** as a dictation exercise and have pairs work together to put them in order. Read the text aloud again and have them check their answers; Use the **Gap Fill Worksheet page 107** as a dictation exercise, with the **My Weekend Reading Cards Worksheet page 108** – put the words in without reading the original text or by referring to the original text.
3. You may want to use the original text first. Hand out the **Student Writing, page 106**. Ask the students to read the text silently. Put the text on over head transparency or write on the board and read along out loud with the class. Point to individual words and ask for answers as a group or individually.
4. Ask the students a few questions about themselves for example, What do you do on Saturday?

5.3 My Weekend - Lesson Plan (continued)

Suggestions for extension/consolidation activities:

Cut the strips on the **Mixed Strips Worksheet page 109** in half and mix them up. Have the students try to match the beginning and end of each sentence. (You may colour code the strips—the first half one colour, the second half another colour—if you think it will help the students).

The students may then try to put the strips in order again.

Writing Frame, page 111

1. Show students the writing frame. On an overhead transparency or flip chart, model the exercise, using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text and attach a picture or drawing (photos can be taken at home with a disposable camera and inserted into word-processed text). If they wish to add more information, encourage this.

Suggestions for extension/consolidation activities:

1. Use the **Reading Cards Worksheet**. Have students write in all the verbs from their writing frame exercise. Word process the writing frames, leaving out verbs. Give students other students' texts and word cards and have them fill in blanks; you could also take one student's text and use it as a whole class dictation exercise or have pairs use copies of the word cards for that frame (get the student's consent to use this in class first).
2. A more active exercise would be to type each (or white out a photocopy) of each student's final text and a copy of the reading cards (or a list of the verbs) and put them on the walls of the classroom. Have students go to one or two texts and try to fill in the form verbally in pairs. When they come back to their seats, elicit what they remember about various classmates. Write the sentences on the board. If they are not sure, get the class to go around again for 5-10 minutes and remember or write sentences down. Then have them give feedback when the class comes back to their seats.

5.3 My Weekend - Lesson Plan (continued)

Questionnaire

1. Give students the worksheet.
2. Model the questions. Ask for answers. Write down one to three words for each answer.
3. Have the students interview each other (one question each for six students, two questions for three students or as pair work) and write short answers.
4. When they finish, ask each student to report on their partner, giving complete sentences for each item.
5. Ask them to write three complete sentences in the box below about their classmates, either from their chart or student reports.

For Basic Literacy students:

Student Writing:

1. Tell the students this is a text by a woman named Tessie. Ask them for possible answers on what she does at the weekend. Write their guesses down on the board, flip chart or overhead transparency.
2. Put the text on over head transparency or write on board and read aloud with the class. Point to individual words and ask for answers as a group or individually. Write or orally ask questions for students to find answers in the text.
3. Give students the gap-fill. Have them try to fill in the answers by memory. They may refer back to the text.
4. Give them the **Reading Cards**. See if they can remember a sentence with the verb in it. If they can, have them find the sentence in the text. If they cannot find the sentences, have them underline the verbs in the text and then work on the sentences.
5. Follow this with the **Mixed Strips Activity**. Cut up the strips and get the students in pairs or groups to put them in order. You may want to colour code strips by paragraph (i.e., first paragraph blue, second paragraph pink, etc.) and give each group one paragraph.
More advanced pairs/groups could do more paragraphs or the entire text).
This activity could be used for a future class as a consolidation exercise (dictation or reading).

5.3 My Weekend - Lesson Plan (continued)

Writing Frame

1. Show students the **Writing Frame page 111**. On an overhead transparency or flip chart, model the exercise, using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text, if possible, and attach a picture or drawing (photos can be taken in class with a digital camera and inserted into word-processed text). If they wish to add more information, encourage this.
5. A tutor or classroom assistant may have to assist in writing out the original frame, which the student may copy. If the class is small, each student's frame may be done as a group activity. Keep each student's story on a separate transparency or flip chart for the student to copy later.

Suggestions for extension/consolidation activities:

1. Use the **Reading Cards Worksheet**. Have students write in all the verbs from their writing frame exercise. Word process the writing frames, leaving out verbs. Give students other students' texts and word cards and have them fill in blanks; you could also take one student's text and use it as a whole class dictation exercise or have pairs use copies of the word cards for that frame (get the student's consent to use this in class first).
2. A more active exercise would be to type each (or white out a photocopy of each) student's final text and a copy of the **Reading Cards** (or a list of the verbs) and put them on the walls of the classroom. Have students go to one or two texts and try to fill in the form verbally in pairs. When they come back to their seats, ask for what they remember about various classmates. Write the sentences on the board. If they are not sure, get the class to go around again for 5-10 minutes and remember or write sentences down. Then have them give feedback when the class comes back to their seats.
3. You could also hand out gapped texts and put the texts with answers on the walls so that students could check their answers when they finish or look for answers if they are not sure.



Read the text and do the gap fill on page 107

On Saturday morning I clean the house up and wash clothes.

I then have lunch at Burger King.

In the afternoon I go shopping.

In the evening I cook dinner for my family.

After dinner I chat with my family and watch TV.

Then I go to bed.

On Sunday morning I go to church to pray to God and sing hymns and songs of praise.

I then go home to have lunch.

In the afternoon I read if it is raining or go to the park with my family if it is sunny.

I then enjoy the evening with my husband.

I like the weekend.

By Tessie



Gap - fill



**Look at the text on page 106 and fill in the gaps.
You can use the word cards on page 108 to help you.**

On Saturday morning I _____ the house up and
_____ clothes. I then _____ lunch at Burger King.

In the afternoon I _____ shopping.

In the evening I _____ dinner for my family.

After dinner I _____ with my family and
_____ TV.

Then I _____ to bed.

On Sunday morning I _____ to church to
_____ to God and _____ hymns and songs of praise. I then
_____ home to _____ lunch.

In the afternoon I _____ if it is raining or
_____ to the park with my family if it is sunny.

I then _____ the evening with my husband.

I _____ the weekend.

By Tessie

Reading Cards

Cut up the word cards.

Put each verb in the correct gap in My Weekend Gap-fill

clean	wash	have	have	have
chat	watch	cook	sing	pray
go	go	go	go	go
enjoy	like	read		

Student Word Cards

NB: This is an extension activity. The teacher (or student) needs to word-process the text with gaps for the verbs.

The student can then fill in the gaps with the word cards provided.

This exercise can then also be given to other students

Mixed strips

Read the strips. Put them in order. Check with the text on page 106.
The first one is done for you.



**1. On Saturday morning I clean the house up
and wash clothes.**

I then have lunch at Burger King.

In the afternoon I go shopping.

In the evening I cook dinner for my family.

After dinner I chat with my family and watch TV.

Then I go to bed.

On Sunday morning I go to church to pray to God
and sing hymns and songs of praise.

I then go home to have lunch.

In the afternoon I read if it is raining or go to the
park with my family if it is sunny.

I then enjoy the evening with my husband.

I like the weekend.

Questionnaire

What do you do ...

Interview a classmate. Fill in the chart.

	you	comment
Saturday morning		
Saturday afternoon		
Saturday evening		
Sunday morning		
Sunday afternoon		
Sunday evening		

What do your classmates do? Write 3 sentences.

1. _____

2. _____

3. _____

Writing Frame



Fill in the writing frame with information about you.

On Saturday morning I _____ and

I then _____.

In the afternoon I _____.

In the evening I _____.

I _____ and _____.

Then I _____.

On Sunday morning I _____ and

_____. I then _____.

In the afternoon I _____ or _____

_____. I then _____.

I _____ the weekend.